

EXPLOITING THE POWER OF THEATRE

PREP FOR AND DEBRIEFING SOLO WITH YOUR GRADE 6S.

HOW MIGHT YOU PREPARE YOUR STUDENTS FOR THIS PLAY?

Is this play appropriate for Grades 9-12?

What would they need to know about First Nations?

Would you show “Our Totem is the Raven” before the play? Why or why not?

What should they know about the justice system in Canada?

What should they know about the difference between restorative and retributive justice?



WHAT WERE THE BIG IDEAS IN THIS PLAY?

“ALL STUDENTS WILL UNDERSTAND THAT.....”

- | | |
|------------------------|-----------------------------|
| 1. Character | 6. Violence |
| 2. Rites of
Passage | 7. Racism |
| 3. Peer Pressure | 8. Bullying |
| 4. Belonging | 9. Stereotypes |
| 5. Adolescence | 10. Aboriginal
Knowledge |

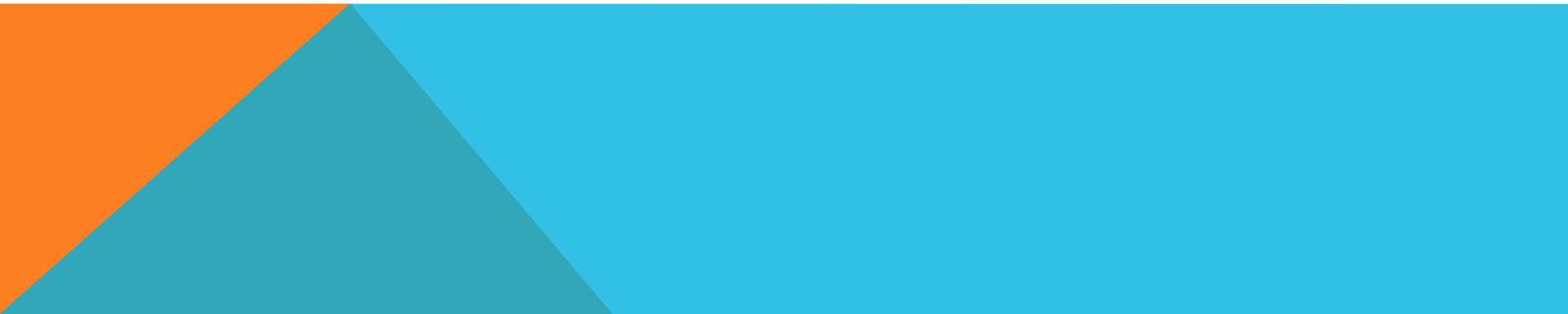
POSSIBLE FOLLOW-UP JOURNAL AND DISCUSSION QUESTIONS

What did you like about the play?

What was something that was hard about seeing the play?

As their teacher would you have them write or talk first? Why?

Should they talk in small groups or a class circle with a talking stick? Why?



IN YOUR TABLE GROUP OF CHOOSE TO DISCUSS 1 OR 2

1. Where have you felt like an 'outsider'

(for example, not belonging in your home, school, or peer group)?

2. When have you been affected by violence (at school, home, in the neighbourhood or through the media)?

What was that like for you as witness, perpetrator or victim?

Having had this discussion yourself, what do you feel are the pros and cons of this type of discussion?



ASSESSING YOUR STUDENTS' UNDERSTANDING OF THE BIG IDEAS IN THE PLAY

1. What did you understand about Tyler, Billy, or Ben before and after they went on the rite of passage?

Choose one character and explain.

How might you use this activity to see whether or not your students understood the big ideas?

Would you have discussion first?

What assessment tool might you use?



HOW MIGHT YOU INTEGRATE OTHER CURRICULUM AREAS USING THESE QUESTIONS?

1. Can you think of a time when you went through an initiation in your life – positive or negative - that affected you? Share a story.
2. What would you have to face inside yourself if you were to go on a journey into the wilderness alone?

Music? Art? Language? Dance? Drama? Social and Emotional Intelligence?



ACTIVITY #1: UNDERSTANDING THE IMPACT OF VIOLENCE:

Using markers on a chart paper ask your students what kinds of violence have they felt, seen, heard, witnessed or perpetrated.

After charting all of them. Have each student write anonymously on a small piece of paper which one is the most difficult and which is least difficult then put it into a hat.

Pull one out and ask, "What impact does this violence have?"

Notice what we have in common and the differences. Discuss in pairs and in larger group.

What would next steps be for your class?

How might your class help stop violence in the classroom? The school? The neighbourhood? The country? The global community?



ACTIVITY: #2

Research 2 "coming of age" rites of passage ceremonies that are practiced by different cultures.

Determine what each ceremony is trying to teach.

E.g. What did the grandfather in "Our Totem is the Raven" want to teach his grandson?

Make a list. Do a Venn diagram showing common elements.

How might you use this activity to teach your students about mental health?



ACTIVITY #3:

Write about one thing that you think would be really great to do but absolutely terrifying.

What might you have to face to come through the experience?

Make up a mythological story where you, the main character, have to face one of the most challenging journeys of your life.

How might you use technology to explore these activities? Where you would find help and resources?

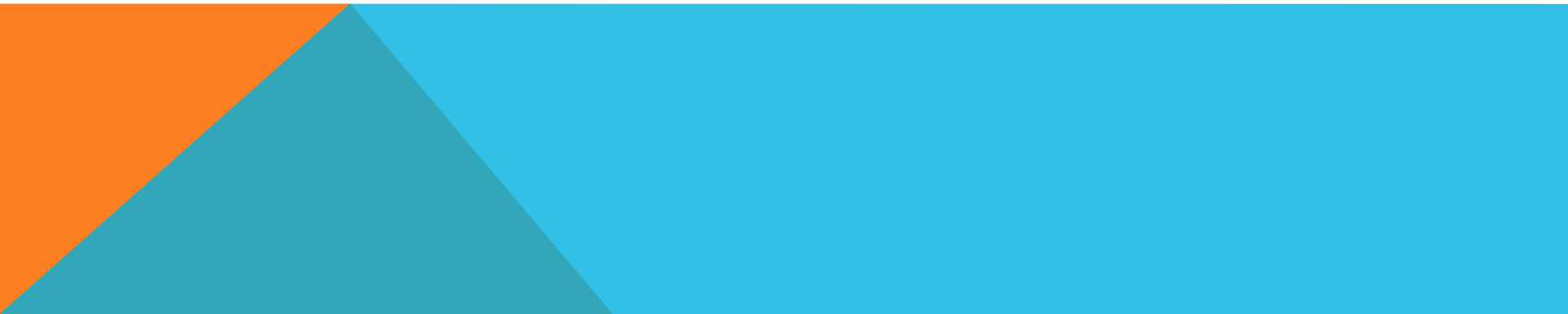
["http://www.porcelainunicorn.com/"](http://www.porcelainunicorn.com/)



ACTIVITY #4:

Tell a story about yourself beginning with
*“No one ever could know what it was/is
like to...”*

What do you need to do if one of the stories you read
makes you think that your student is being abused?



ACTIVITY #6: CHOOSE A QUOTE AND TELL WHO SAID IT AND WHAT DO YOU THINK THEY MEANT BY IT:

"...You will have everything you need on your journey. You will not be alone."

"...That's just the way they teach it. You boys, you men, you know lots of things but you don't know what to feel. So you don't feel anything, especially pain..."

"This is real. On a solo you have to ask yourself real questions..."

"...he taught me that underneath the hurt, the secrets that are buried so deep, the masks we wear, there is goodness..."

Do this activity in your own group. Though we are teachers we too are learners. Try to be open to learn from your students.

